



Get the FACS

New York State Association of Family and Consumer Sciences Education
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Presidents Message:

A very busy summer has come to a close, and it is time to begin a new school year. I'd like to recap some of the NYSAFCSE work I did this summer and lay the groundwork for us this next year. Please read carefully....

At the end of June I attended a community forum in Rochester with Regent Vice Chancellor Dr. Milton Cofield. There were two things that I found the most interesting:

- (1) Someone in the audience asked how a school district can be held accountable when the local board of education or school district does not follow a regulation. Dr. Cofield said that the first step is for the local public to hold accountable the locally elected officials – the local board of education. This is an issue for some of us as FACS professionals. I believe there are a couple of important things we should be doing. We need to be sure that we are educating our local board of education members about what Family and Consumer Science is all about, and this needs to be a continual process. Be sure that your community is aware of what you are doing in your classroom – send in articles and photos to your local paper, tweak your computer savvy and develop your own district webpage, send out your own monthly *Get the FACS* for your program to board members, parents, administration, colleagues. No one will grasp what we do unless we tell them! Any of us considering the CTE approval process for our programs know that we need to establish a local FACS advisory council. If you have taught as long as I have, this is the pendulum swinging back to the importance of this group of people! These key people can be our voice to the public when our own voices may not be loud enough.
- (2) Toward the end of the evening, I reminded Dr. Cofield about the CTE panel that presented at the May 2011 Board of Regent

- (3) meeting (Shirley Ware was a member of this panel). I asked him if the regents are favorable to the importance of CTE to students. His reply was very heartening. He said that the regents are “more than favorable”; they believe that CTE is important to our NYS students. CTE may begin to look different in New York, but it is a valued part of the educational process as far as the Board of Regents is concerned. We need to stay sharp and be sure that what we are offering is current and relevant.

In July, several members participated in the NYSAFCSE Summer Professional Development event held in Owego, NY in conjunction with the NYS FCCLA Summer Leadership Training. It was a packed two days of learning more about the new Common Core State Standards (CCSS), the CTE Approval Process, some best practices, and the NYSEDA energy education teaching materials for Grades 7-12. We were extremely fortunate that our Professional Development Co-Chair, Donna Donaldson, had attended a Common Core State Standards in-service for English Language Arts through Ulster County BOCES the previous week. The trainers who led her in-service, Dana Fulmer and Marcy Riley, very graciously allowed Donna to turn-key train us with all of their materials and resources. I can't say enough about the excellent job that Donna did!! We were able to thoroughly examine the 11 Anchors for the CCSS for ELA in New York, and make direct applications to how our FACS curricula already meet these standards and how we might polish up some parts. As you learn more about the CCSS, you will see that CTE is expected to be an integral part of the meeting of these standards for all students in grades K-12. You will strengthen the presence of the FACS program in your school by familiarizing yourself with these CCSS. Be sure to be a part of all in-service opportunities in your own school districts re: CCSS; be sure that you make your administrators aware of your desire to know more about the CCSS. There are two sets of CCSS – one for English Language Arts and another for Math. NYSAFCSE anticipates offering more professional

development this year for the CCSS. The common core state standards can be accessed at: <http://www.corestandards.org/>

NYS AFCSE board members Tracy Henry, Sarah Johnson and I, as well as Kim DeHart and Dawn Scagnelli, were part of the Joint CTE Professional Organization Leadership Seminar in August. This event was sponsored by the newly created CTE Technical Assistance Center of NY (CTE-TAC) which has been contracted by SED to provide support for CTE in New York. Connie Spohn, who is now employed by CTE-TAC, provided the key leadership for planning and delivering this event. Eight CTE professional organizations in NYS met in Albany for two days to learn more about the national perspective of CTE, the issues and challenges for CTE, our common organizational values and beliefs, how we can position CTE for best impact, the importance of CTE and the Common Core State Standards, and the implications of the APPR process for CTE. We closed with a clear understanding of our direction for the work of the CTE professional associations and CTE-TAC. I highly recommend that when it comes time to renew your NYS AFCSE membership this year you also join our CTE umbrella organization, NYS Association of Career & Technical Education (ACTE) if you are not already a member. All of our component organizations need to be working together to have a clear, loud voice for CTE in New York State. Another valuable website for you to visit for regular updates is www.nyctecenter.org

We continue to have our work cut out for us. You have heard me say this before, but I can't say enough about the leadership and expertise of our NYS AFCSE members. We are well-respected and recognized by other CTE professionals, SED, and the Board of Regents. Be sure you are delivering current, innovative and well-prepared FACS programs. Be sure that each time your students leave your classroom they clearly understand the 21st century process skills of communication, leadership, management, and thinking that they have applied through the projects and activities that you have had them complete. All of us working together will continue to have a positive impact on the face of CTE in New York State.

Have a wonderful school year!

Barb Mikler-Crandon, President
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SED Liaison Report: Dawn Scagnelli

Annual Professional Performance Review (APPR) New Teacher Evaluation System

Education Law §3012-c requires a new performance evaluation system for teachers and principals. The new system is scheduled to take effect this school year for all teachers of ELA or mathematics for grades 4-8. Many schools have decided to evaluate all teachers under the new system this year rather than wait until next year when full implementation is required. Under the new system, teachers will be evaluated partly on student achievement and partly on classroom performance.

Schools can choose a specific evaluation tool from an SED list of approved teacher and principal practice rubrics. Although the tools vary in descriptors of performance indicators, the final evaluations based on the approved tools are intended to be consistent across the rubrics. Regardless of the tool used, teachers' performance will be rated as highly effective, effective, developing or ineffective. So, how would these levels look in the FACS setting?

Picture that a FACS teacher's lesson is designed for the following objective and supporting competency from the Food and Nutrition Core curriculum:

Nutrition Principles and Applications
Performance Objective 1
NPA.1.3.List and explain dietary guidelines

The chart on the following page offers a glimpse at what the FACS teacher's classroom might look at each of the four performance evaluation levels.

Performance Evaluation Levels	Content	Teacher	Students	Food and Nutrition Core Example (grades 9 and 10)
Ineffective - instruction that is harmful to students	inaccurate incomplete inappropriate	as expert	sitting; “work” requires limited student engagement	Bulletin board has a poster of the original Food Guide Pyramid (USDA 1992); Teacher lectures on the component sections of the Food Guide Pyramid using an overhead transparency. Students are given a hand-drawn photocopy worksheet of the Food Guide Pyramid. The students’ task is to color in the pictures of foods illustrated on the worksheet.
Developing - occasional and inconsistent application of sound instructional practices	accurate, basic; focused on “what” not “why” and occasionally “how;” Knowledge, Comprehension, and occasionally Application levels	as leader	watching/listening; tasks involve a routine process where a correct answer or result is the outcome; teacher provides purpose, information, activity, resources, and evaluation	Teacher Smart board presentation on the chooseMyPlate.gov website; Each student is given a paper plate, food photos, and a glue stick and is asked to prepare a meal model following the MyPlate guidelines. Students hang their finished plates on the bulletin board. The teacher grades each plate and hands grading slips back in the next class period.
Effective - consistent application of sound instructional practices that may include opportunities for student-directed learning	accurate, relevant; focused on “what” and “how” and occasionally “why;” Knowledge, Comprehension, Application, and some opportunities for Evaluation level	as facilitator	doing; project-based work in groups determined by the teacher to reach a set goal using resources suggested by the teacher; evaluation rubric can be made in advance and may evaluate both product and process	Teacher divides the class into four groups. Each group is assigned to look at a different set of dietary guidelines which were developed during various time periods: the Basic 4 Food Groups, The Food Pyramid, MyPyramid, and MyPlate. Each group will be given the same set of questions to answer. They will have two class periods to use classroom resources and the internet to answer the questions based on the dietary guidelines of the time period they were assigned. Groups will present their findings to the class following a presentation outline supplied by the teacher. Presentations will be rated by the teacher using the class “communication” rubric. Following the presentations, each student will write a response to the essential question, “How have the dietary guidelines for Americans changed over time?”
Highly Effective - consistent application of instructional practices that require the student to take charge of his/her learning	accurate, important, interdisciplinary; focused on “why;” Knowledge, Comprehension, Application, with consistent opportunities for Evaluation and Synthesis levels	as guide in a community of learners	doing/thinking; challenge-based projects designed to solve authentic problems that may originate with a teacher or student question; fluid student groups research, find, and develop resources; evaluation rubric focuses on project goals	The school district purchased new 4 th grade health textbooks for the 2010-11 school year. The 1-year old texts, teacher resource binders, and student workbooks, discuss dietary guidance in terms of MyPyramid. The district cannot afford to replace the texts. The teacher presents this authentic problem (preferably not a scenario) to the class. Students determine the questions to ask, work groups to form, research to conduct, resources to consult, and products to deliver (if any) to solve this problem. The teacher guides the student work to conclusion.

The preceding illustration is offered as a starting point in your understanding of the new teacher evaluation system and its application to the FACS classroom. Please realize that it is both simplified and generalized. Find out which approved evaluation rubric your school will use and study it carefully. You may be surprised to see that some of your comfortable instructional practices appear in the “developing” band of the rubric. Start to consider how you can move toward a “highly effective” rating by adjusting your best practice learning experiences so they become even better learning experiences for your students.

For more information, see:

Guidance -

<http://usny.nysed.gov/rttt/teachers-leaders/fieldguidance/>

Webinar -

<http://usny.nysed.gov/rttt/teachers-leaders/webinar0611/>

Approved Rubrics -

<http://usny.nysed.gov/rttt/teachers-leaders/practic RUBRICS>

-Make sure students understand "why we're learning this and how it will help you" for everything you teach.

-Keep your administrators informed. Invite them to every activity going on in your room (guest speakers, labs, pre-school visitations, student presentations and projects.) Especially highlight your focus on mandates that you're helping meet (Fire Safety, Safe Schools, Bullying, etc.)

-Challenge students to take FACS beyond your classroom. They can write articles for the school or local newspapers, create PSAs, do service learning, create puppet shows on foods for preschoolers, make brochures on food safety for the local SNACK Program, teach something to others, etc. If you give them points for teaching others and make teaching administrators, media or elected officials worth more points, you'll be amazed.

-Use media. Invite a local news reporter to your class and/or send her news-releases. Shirley Ware has created some great ones that you can adjust and e-mail with very little effort. Update your school web page regularly. Put something in every school newsletter, even if it's only one paragraph.

-Involve parents whenever you can. Having students interview them about jobs or parenting or showing them how to use MyPlate.gov or practicing any of the skills learned in the classroom at home reinforces learning for your students and also helps parents become aware of what we do.

-Connect with the community. Every time you have a speaker from a local agency, that agency learns what FACS is about and how we can help each other. They will then become an ally.

Ask a Pro

Dear Pro: With all the budget problems and cuts, last year was really stressful. Any ideas for making this year less stressful?

One of the great things about FACS is that we teach our own solutions. Evaluation, the last step in the Management/Planning Process that you've taught your students, is a great way to look at the situation and decide what you need to do this year. Then apply the Problem Solving Process to decide how to handle it.

One teacher I know was told not to worry about cuts and that her "program would never be cut because the community would never stand for it". Becoming a teacher like that is not all that difficult. We already have a great curriculum that's vitally important to students' lives, both now and in the future. The trick is getting people to recognize that fact. Here are some suggestions on how to do it.

While you're evaluating, don't forget to remember all the good things that took place last year and all the students that you helped. If you allow students to complete anonymous evaluations of your classes, you'll be surprised at what they've learned and what a difference you and FACS have made in their lives. It'll keep you going as you try to relax and stay stress-free this year.

Ask a Pro appears monthly. Would you like ideas, suggestions or advice from a seasoned FACS veteran? Just e-mail phillip3@twcny.rr.com. If you'd like a reply sooner than next month's issue, just ask. NYS AFCSE is there for YOU!

eNEWS WELCOMES NEW EDITOR

ANN COLEMAN WILL BE THE NEW EDITOR OF THE NYSAFCSE MONTHLY eNEWS STARTING IN SEPTEMBER 2011.

Welcome aboard Ann!

Dodi Cechnicki, past President and eNews editor since 2006, has recently been diagnosed with ALS, Lou Gehrig's disease. Due to the muscle weakening of her right side, she has resigned now that typing is more difficult. Dodi wishes to thank everyone for the many cards and prayers. She is doing well and continues to enjoy retirement!

Her children have developed a team for the October 8th ALS Walk in Canajoharie, NY. For more information contact bcdemocrat@gmail.com or log on to www.alsa.org "Doin' It For Dodi" –team name

Get the FACS is sent monthly to our paid membership. If you know of a teacher who could benefit from our organization ask him or her to visit www.NYSFACSE.org for membership details.

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